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3 sheets of
stickers

*Towards
an addictions-free
future.*



Grade 6

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Introduction

Leaps and bounds was developed in support of the Alberta Learning Program of Studies, 2002. It is comprised of eight lesson plans, each of which fulfills Specific Outcomes outlined in the grade six Health and Life Skills Curriculum. The Specific Outcomes are provided at the beginning of the lessons.

This learning resource was also developed in support of best practices in prevention programming. Research shows that effectiveness in alcohol, other drug and gambling prevention requires programs that are:

- Strength-based, comprehensive and of sufficient duration
- Delivered at a time when it is relevant to students and addresses important life transitions
- Designed to teach and give opportunities for practicing life skills (for example effective decision-making)
- Designed to facilitate student analysis of social influence (for example role models)

Each of the above listed elements is an integral part of this eight-lesson unit.

The intention is to encourage children to make sound decisions regarding drug and alcohol use and gambling. The focus of this resource is to provide the students with accurate information and assist them in acquiring life skills, while emphasizing the importance of internalizing healthy lifestyle choices.

Many of the lessons include a great deal of content to be covered in a 45-minute period. You may choose to divide one 45-minute lesson into two 30-minute parts, in order to cover specific content in greater detail. Alternatively, you may decide to omit an activity, in order to examine more closely other concepts of greater significance to your class. Some of the lessons include extension activities and homework assignments that you can choose to complete with the class. There are also activities that engage the students in creating work, which could be made into a classroom display. Having a bulletin board available for this unit would be beneficial. *Leaps and bounds* is meant to be practical and valuable for teachers in a variety of sixth grade classes.

Before you begin

The focus of this resource is to give students accurate information, to assist them in acquiring life skills and to promote healthy lifestyle choices. Emphasis should be placed on encouraging the students to make their own well-informed decisions based on the facts they are given and the skills they are taught.

The subject matter in *Leaps and bounds* could be sensitive for some of your students and their families. Different attitudes and values may arise in relation to religious, cultural or ethnic backgrounds. Particular family experiences may also affect a child's motivation to participate in activities and discussions. When approaching the content of this learning resource, it is especially important to create an open and accepting classroom environment that is based on respect for oneself and others. The students may be sensitive to some of the issues covered; they need to feel comfortable asking questions and expressing feelings candidly, without the fear of being judged. It is essential for everyone in the class to realize that each student has concerns that are significant to him or her. Issues that arise during large or small group discussions must be respected for their importance and relevance to each individual child.

An example of how culture could play a part in your discussions would be to explore the traditional uses of tobacco as a spiritual practice among Aboriginal people. It is important to identify differences between misuse of tobacco and time-honoured customs, such as the pipe ceremony. An example of family background is the practice of some people to drink a glass of wine daily, during dinnertime. This may be customary for one family unit, but not for another.

If you would like further information regarding these topics or any aspect of this learning resource, contact your local AADAC office. It is listed under Alberta Alcohol and Drug Abuse Commission in the telephone directory.

How to help

Some sensitive circumstances may arise, wherein students express concerns about alcohol, drug or gambling practices among themselves or family members. For example, a student may ask for help or say something that suggests dependency within the family. The following section provides information that will help you respond comfortably and constructively to these situations:

- If a student begins to relate a personal or family experience in the classroom, which could indicate a dependence-related problem, be prepared to bring the conversation back to a more general context. Follow up with the student at a later time on a one-to-one basis.

- Show the student that you are willing to listen. Find a private space free of distractions. This will let the student know that he or she is important enough to have your undivided attention.
- Be sensitive, open-minded and non-judgmental about what he or she is saying.
- Motivate the student to accept help. The student needs to hear statements such as:
 - "I will help you"
 - "I will help you get help"
 - "I recognize that you're concerned"
 - "I believe you"
 - "You cannot solve your parent's problems, that is not your job"
 - "Thank you for telling me; I know it must be very hard for you"
- Whenever possible, accompany the student to further assistance, but know your limitations. Get an assessment of the problem from a skilled professional. It is not your responsibility to assess and treat dependence-related problems, but you can support a student by referring him or her to other professionals.
- Make yourself available to the student. Let him or her know you are there to listen and help, even if he or she is getting help from someone else.
- By showing the student you are concerned, you are conveying that he or she is important. Knowing that someone cares is very significant to an individual dealing with a dependence-related problem. An adult role model who believes in a child's success facilitates that child in building resiliency. Having a caring and supportive person is a critical factor that helps prevent children from experimenting with drugs, alcohol and gambling, and as a result, later prevents them from developing dependence-related problems.
- Maintain the student's confidentiality. During the process of your conversation, you may realize that you need to consult with other professionals. If this is the case, inform the student of that possibility. Say something like: "I might need to get some help from the school counsellor. What do you think about that?" Discuss any concerns that the student has about this. Explain that the purpose of sharing information is to receive helpful feedback, which will enable you to respond effectively. Assure the student that you will maintain confidentiality, unless he or she

is in a situation of possible harm, intends to harm others or has been harmed by another. Ensure that you understand your school's policy on confidentiality and what is expected of you.

- Remember possible resources, such as school counsellors, psychologists and AADAC offices.

Recommended AADAC resources

57 Ways to Lighten Up (poster)

101 Ways to Keep Kids Addiction Free (poster)

AADAC Web sites for kids and parents/teachers

(www.aadac4kids.com; www.aadac.com; www.tobaccostinks.com)

It's Up to Me Activity Booklet

Parent Information Series

Sample letter to parents

Dear Parents:

Our class will be using *Leaps and bounds*, a learning resource developed by the Alberta Alcohol and Drug Abuse Commission (AADAC). This learning resource is intended to explore healthy lifestyle choices and encourage children to make sound decisions regarding drug and alcohol use and gambling. It is an eight-lesson unit that was developed as a result of collaboration among AADAC, Alberta Learning, schools, parent groups and community organizations.

Leaps and bounds provides children with accurate information and assists them in acquiring life skills, while emphasizing the importance of internalizing healthy decision-making. It examines alcohol and drug use, gambling, addictive behaviour, healthy self-esteem, stress management, refusal strategies, life experiences and personal commitments.

The decisions a young person makes depend not only on the information acquired, but also on the availability of supportive adults in his or her life. Your child will bring home some assignments to complete or to share with you. I encourage you to participate in the learning process by asking questions and initiating discussion about the concepts of this unit. Your involvement will assist your child in learning and practicing the skills that are necessary for healthy decision-making.

I recognize and respect that you and your family members have personal views about the topics we will be exploring in this unit of study. *Leaps and bounds* focuses on encouraging your child to make informed and healthy decisions for him or herself. If you would like more information about this unit of study, or if you have any questions or concerns, please contact me at _____.

Sincerely,



Lesson 1

Agitating addictions



SPECIFIC OUTCOMES

W-6.7 Identify and communicate values and beliefs that affect healthy choices

L-6.3 Analyze influences on decision-making

L-6.4 Identify and develop strategies to overcome possible challenges related to goal fulfillment

- review information about drugs and gambling (definitions, reasons for gambling and drug use, drug categories)
- learn about dependence, tolerance and withdrawal in relation to addiction
- understand that addiction involves physical and/or psychological dependence
- consider the complexity of dealing with an addiction for an individual and his or her family members

CONTENT AND TIME (45-MINUTE LESSON)

1.1 Opening activity: Understanding the unit (5 minutes)

1.2 Fact or fiction? (15 minutes)

1.3 Dependency deadlock (20 minutes)

1.4 Review and homework assignment: Leaps and bounds (5 minutes)

REQUIRED MATERIALS

TRANSPARENCY 1.1: Understanding the unit

BLACKLINE MASTER 1.2A: Fact or fiction?

BLACKLINE MASTER 1.2B: Fact or fiction answer key

BLACKLINE MASTER 1.3: Dependency deadlock

BLACKLINE MASTER 1.4: Leaps and bounds

Two envelopes (to be posted on the bulletin board)

Small paper strips (to go in one bulletin board envelope)

Chart paper

Notebooks

1.1 Opening activity: Understanding the unit

Gather the students as a large group and introduce the unit *Leaps and bounds*. Establish guidelines for the discussion of sensitive issues, as outlined in the introduction.

Show the class **TRANSPARENCY 1.1: Understanding the unit**. Explain that *Leaps and bounds* covers concepts such as addiction, self-esteem, stress management, refusal skills and goal setting, which are directly related to alcohol, other drug and gambling prevention. The focus of this unit is to provide the students with accurate information and to help them acquire life skills, while emphasizing the importance of healthy lifestyle choices.

Tell the students that you will provide an ongoing opportunity for them to ask questions about gambling and alcohol or other drug use. Post two envelopes on the classroom bulletin board for this unit. One envelope will hold blank slips of paper, on which the students can record their questions. The other envelope will store the questions generated by the students. Tell the class that you will check the envelope for questions at the end of each lesson. Together, you will uncover the answers, many of which will be explored in activities throughout this unit. Emphasize that you will also be available to help the students address personal concerns they may have and that this will be done on an individual basis.

1.2 Fact or fiction?

To gain a better understanding of the knowledge the students will bring to this unit, have them take a quiz about alcohol, drugs and gambling. Distribute **BLACKLINE MASTER 1.2A: Fact or fiction?** Give the students enough time to complete the questions and then correct the quiz as a large group. Discuss the information provided on **BLACKLINE MASTER 1.2B: Fact or fiction answer key**. This serves as a good review of concepts the students may have learned in previous grades.

Have the students take the quiz home to test their parents. Remind them to return their work next class, to put in their notebooks for future reference.



1.3 Dependency deadlock

Distribute **BLACKLINE MASTER 1.3: Dependency deadlock**. Discuss the definitions provided for addiction, tolerance and withdrawal. Explain that addiction is a difficult concept to understand, especially when you have not experienced problems, or have not known someone suffering from substance abuse or gambling. When we consider the negative consequences of battling an addiction, we might ask:

- Why would people start in the first place?
- Why don't they just quit?
- Can't they see the harm they're doing to themselves?
- Don't they realize they're hurting others?

When a person starts using substances or gambling, he or she cannot predict how complicated the situation might become. For example, someone experimenting with smoking may think, "I'll quit when I want to, no problem." Or a person who drinks alcohol to feel more confident at a party may say, "It's not a problem for me because I don't need a drink everyday." This next activity illustrates that dealing with addiction can be much more troublesome than it may first appear.

Have the students cut along the dotted line on **BLACKLINE MASTER 1.3**. Ask them to write about a task that they find challenging and tell them that you will do the same. Explain that their responses will be different, as everybody has individual strengths and weaknesses. You may wish to discuss some examples, such as:

- I am nervous speaking in front of a large group
- I have trouble with fractions in math
- Sometimes I lose my temper and it's hard for me to calm down

Once the students have completed this, ask them to bring their slips of paper and gather around for a demonstration. Place your own slip of paper at your feet. You should have the short end of the paper closest to your toes, as follows:



Challenge volunteers to try jumping over their slips of paper while touching their toes. The students are allowed to bend their knees as they do this. Demonstrate this for everyone by bending your knees slightly, touching your toes and getting ready to jump forward, over your slip of paper. This will appear to be easy. Invite individual volunteers to attempt this feat, one challenger at a time. After several efforts, ask everyone to find a personal space and give this a try.

Discuss the activity by asking the following questions:

- What seemed easy about this task at first?
- Who thought that they could complete this task with ease? Why?
- Who thought that they could still do this, after seeing others try unsuccessfully? Why?
- Explain why this was difficult for you
- Compare how this activity is similar to other difficult challenges that seem easy at first

Of course this does not imply that overcoming a personal challenge or an addiction is impossible. It is meant to raise awareness that once people become addicted to alcohol, drugs or gambling, it is extremely difficult to stop, even though they realize they are making unhealthy choices.



Forming an addiction is a process. It does not happen all of a sudden. When people introduce alcohol, drugs or gambling into their lives, negative consequences may occur, but they are not overwhelming in the beginning. Progressively, the negative consequences increase. More time is spent on the addiction, and this decreases the attention given to Important Life Areas, such as school, work, family, friends, responsibilities and interests. These Important Life Areas begin to deteriorate; and as a result, trying to make changes becomes more difficult. Often, people battling addictions feel very badly about what they are doing, but their ability to make wise decisions is limited, due to their physical and/or psychological dependence. They feel that they have few supports and lack the positive skills to seek change. The process itself becomes half the reason why an addiction is so challenging to overcome.

Explain that an addiction does not only affect the individual, but his or her family as well. Family members are parts of a unit; when part of the unit changes, this alters the functioning of the unit as a whole. A change in one person's behaviour often evokes change in other family members.



Many organizations provide help to individuals who are suffering from addiction and offer support to their family members as well. If the students require further assistance, refer them to community resources such as: AADAC, Public Health Centres, Community Youth Workers, School Counsellors and 12 Step Programs (Alcoholics Anonymous, Al-Anon, Alateen, Gambler's Anonymous, Gam-Anon, Narcotics Anonymous and Nar-Anon).

1.4 Review and homework assignment: Leaps and bounds

As a large group, ask the students to summarize what they learned and define some terms used in today's lesson, such as addiction, tolerance and withdrawal. You may want to have volunteers record these definitions on chart paper, to be posted on the unit bulletin board. Remind the students to think of questions they may have, to write these down and to add them to the class envelope.

As a homework assignment, ask the students to complete a cover page for this unit. The one provided is **BLACKLINE MASTER 1.4: Leaps and bounds**. The students are to draw pictures of themselves on the photo album pages. Each picture should represent a goal they wish to accomplish in the future. You may prefer to have the students design their own cover page. If so, emphasize the importance of illustrating concepts that relate to one or more of the eight lessons discussed in the opening activity.

Understanding the unit

- Lesson 1: Agitating Addictions – Information about addiction
- Lesson 2: Alcohol Use or Abuse? – The difference between social and problem drinking
- Lesson 3: Dickey Decisions – Information about problem gambling
- Lesson 4: Personal Power – Building on individual strengths
- Lesson 5: Facing our Feelings – Stress management techniques
- Lesson 6: Refusal Responses – Learning refusal strategies
- Lesson 7: Important Life Ingredients – Recognizing the value of life experiences
- Lesson 8: Personal Promises – Making a commitment to achieve personal goals



For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site www.aadac.com.

Fact or fiction?

Read through the following questions and circle the best answer:

1. Almost half of the smokers in Alberta smoked their first whole cigarette between which ages?
 - a) 14 and 17
 - b) 18 and 21
 - c) 22 and 25
2. A common reason people use drugs is to do what?
 - a) Punish themselves
 - b) Form an addiction
 - c) Change the way they feel or think
3. What is the best definition of a drug?
 - a) It is a substance that is very habit forming
 - b) It is a substance that can change the way your body and/or mind function
 - c) It is an illegal substance that can harm you
4. What percentage of Alberta students from Grade 7-9 do not drink any alcohol?
 - a) 86%
 - b) 64%
 - c) 22%
5. Why do people gamble?
 - a) For fun, excitement or challenge
 - b) To win money or escape problems
 - c) Both of the above

6. What percentage of Alberta students from Grade 7–9 are non-smokers?
 - a) Almost 93%
 - b) Almost 25%
 - d) Almost 46%
7. Which is the most effective way to say “no” to alcohol, drugs and gambling?
 - a) Pretend they don’t exist
 - b) Think about risky situations and have a plan of action
 - c) Hang out with people who don’t know anything about these things
8. What percentage of Alberta students from Grade 7–9 do not use the illegal drug cannabis (also known as marijuana)?
 - a) 72%
 - b) 12%
 - c) 40%
9. What is the best definition of gambling?
 - a) Any activity where somebody wins and somebody loses
 - b) An activity that you will win if you are a lucky person
 - c) Risking something of value on an activity with an uncertain outcome
10. Which is the most effective way to stop an addiction before it has a chance to start?
 - a) Hang out with people who have alcohol, drug or gambling problems and promise yourself that you’ll never let that happen
 - b) Think about what you want in life and how alcohol, drugs and gambling might mess with that
 - c) Think about all the bad effects of alcohol, drugs and gambling and swear them off for good



For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site www.aadac.com.

Fact or fiction answer key

1. Almost half of the smokers in Alberta smoked their first whole cigarette between which ages?

a) 14 and 17 (early smokers are likely to continue the habit)

(Alberta Tobacco Reduction Alliance, 2000, <http://www.atra.ab.ca/pdf/ExecutiveSummaryReport1.pdf>)

2. A common reason people use drugs is to do what?

c) Change the way they feel or think (for some, drugs provide an easy substitute for taking control of their lives in a stressful world)

3. What is the best definition of a drug?

b) It is a substance that can change the way your body and/or mind function (there are three categories of drugs – medicines, legally available drugs and illegal or 'street' drugs)

4. What percentage of Alberta students Grade 7–9 do not drink any alcohol?

b) 64% (it is a misconception that "everybody is doing it")

(2002 The Alberta Youth Experience Survey, AADAC)

5. Why do people gamble?

c) Both of the above (people who gamble to escape problems or focus primarily on winning back money may have a problem with gambling)

(2001 Your Best Bet, When Young People Gamble, AADAC)

6. What percentage of Alberta students Grade 7–9 are non-smokers?

a) Almost 93% (it is a misconception that most teenagers smoke)

(2002 The Alberta Youth Experience Survey, AADAC)

7. Which is the most effective way to say "no" to alcohol, drugs and gambling?
 - b) Think about risky situations and have a plan of action (knowing your choices and acting in your best interest is more effective than not knowing)
8. What percentage of Alberta students Grade 7-9 do not use the illegal drug cannabis (also known as marijuana)?
 - a) 72% (it is a misconception that most teenagers smoke pot)

(2002 The Alberta Youth Experience Survey, AADAC)

9. What is the best definition of gambling?
 - c) Risking something of value on an activity with an uncertain outcome (you can win or lose a basketball game, which would depend on the skill of the teams involved; winning and losing in gambling activities are completely random - it has nothing to do with skill or luck)
10. Which is the most effective way to stop an addiction before it has a chance to start?
 - b) Think about what you want in life and how alcohol, drugs and gambling might mess with that (it is more effective to think about the benefits of non-use, rather than the ill effects of use)



For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site www.aadac.com.

Dependency deadlock

Addiction:

An addiction is when people **depend so strongly** on a **drug** (such as alcohol) or an **activity** (such as gambling), that they continue the behaviour, even though they may be hurting themselves or others. Addiction includes:

- Physical dependency – the person's body becomes so used to the drug or activity that it cannot function normally without it
- Psychological dependency – the person believes that thoughts, emotions and activities are less satisfying or even impossible without the drug or activity

Tolerance:

Tolerance is the body getting used to a drug or an activity. As people become addicted to something, they increase their tolerance for it. This means that over time the body changes and **needs more and more** of the drug or the activity to get the same effect.

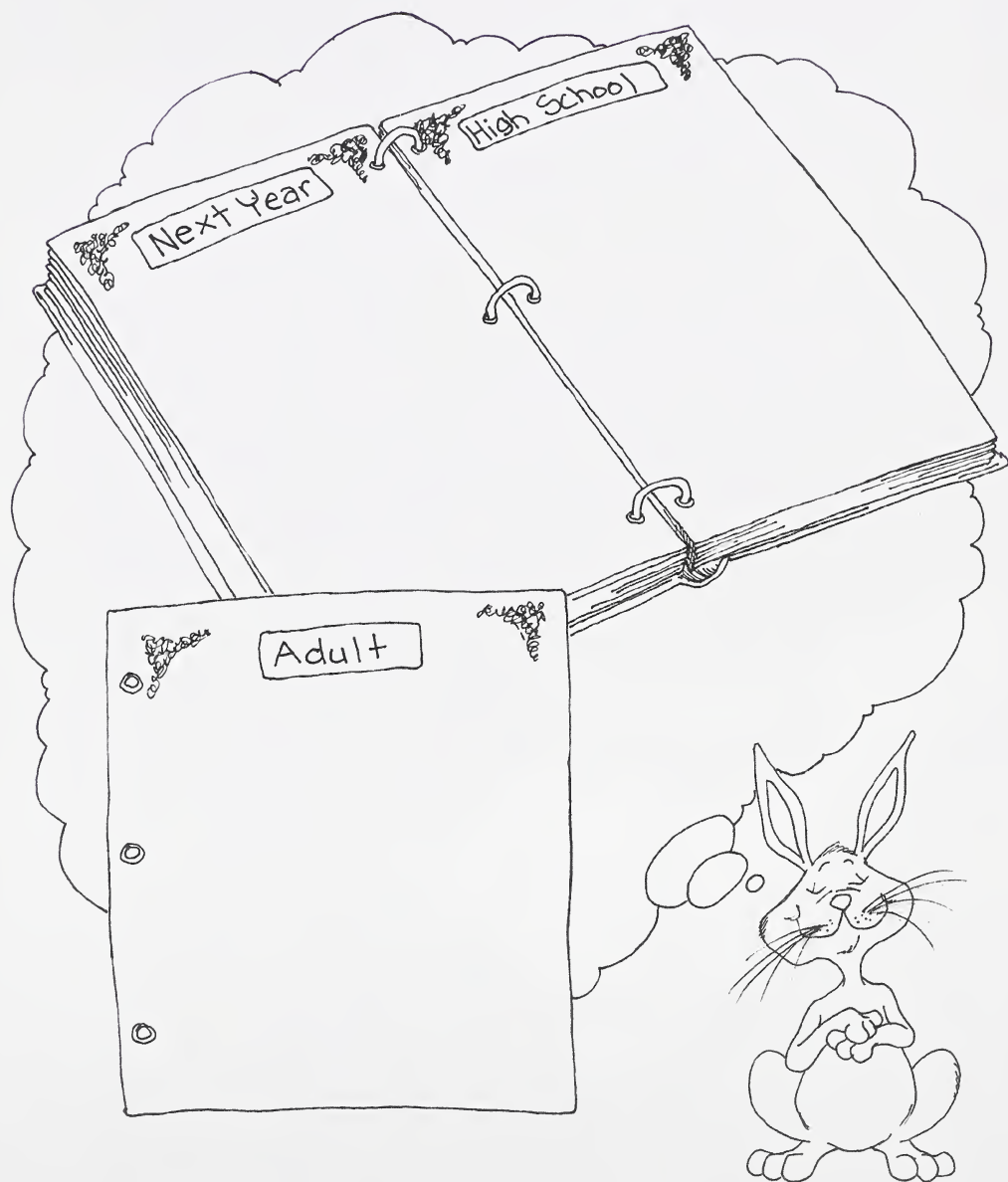
Withdrawal:

People who are addicted to a drug or an activity experience withdrawal when they stop. This is a **change in the body and mind** when the person no longer gets the drug or does the activity. It is the body and mind trying to return to normal.



Something I find very challenging is:

Leaps and bounds



For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site www.aadac.com.



Lesson 2

Alcohol use or abuse



SPECIFIC OUTCOMES

W-6.1 Evaluate the need for balance and variety in daily activities that promote personal health

W-6.7 Identify and communicate values and beliefs that affect healthy choices

W-6.9 Evaluate the impact of personal behaviour on the safety of self and others

L-6.3 Analyze influences on decision-making

- identify the reasons why people use drugs
- examine the effects of alcohol on the body
- understand the difference between alcohol use and abuse
- reflect on personal attitudes about alcohol use

CONTENT AND TIME (45-MINUTE LESSON)

2.1 Opening activity: Alcohol acceptance
(10 minutes)

2.2 Analyzing alcohol (20 minutes)

2.3 Poster parts (10 minutes)

2.4 Review and homework assignment: Drinking dilemma (5 minutes)

REQUIRED MATERIALS

BLACKLINE MASTER 2:1: Alcohol acceptance

BLACKLINE MASTER 2.2: Analyzing alcohol

BLACKLINE MASTER 2.4: Drinking dilemma

Poster paper

Felts

Glue sticks

Notebooks

2.1 Opening activity: Alcohol acceptance

Distribute **BLACKLINE MASTER 2.1: Alcohol acceptance**. Have the students read each scenario and write true or false in the space provided. Once everyone has finished, discuss responses with the class. This is a good opportunity to explain the reasons why people use drugs, which are provided beside the answers below:

ANSWERS	EXPLANATION
1. T	People may use drugs because of family environment
2. T	People may use drugs because of social pressure
3. F	People may use drugs out of curiosity
4. T	People may use drugs because of emotional problems such as anger, stress, anxiety, boredom or depression
5. F	People may use drugs to rebel against authority
6. F	People may use drugs to help them create a personal image of themselves
7. T	People may use drugs to change the way the body or the mind functions
8. F	People may use drugs because of group pressures

2.2 Analyzing alcohol

In preparation for this activity, take one photocopy of **BLACKLINE MASTER 2.2: Analyzing alcohol** and cut out the information cards provided. Divide the students into six groups. Provide each group with a piece of poster paper, a glue stick, assorted felts and one of the information cards. Explain that this group work activity examines alcohol use and the effects of alcohol on the body.

To begin, have the students in each group read through the information card they received. Canvass the room to clarify difficult words and answer any questions about the content. Ask the students to glue the information card to their poster paper. They will then work together to design a poster that illustrates the information they have read. Explain that the groups will have one minute to present their illustrations upon completion.



The students may request more detailed information about the reasons why alcohol affects people in different ways. This information is provided briefly on the card titled: How much alcohol? The following is a more thorough explanation of these factors:

- Regular drinking increases tolerance — you need more alcohol to get the same effect.
- People who have a lower metabolism break down alcohol at a slower rate; and as a result, they feel the effects longer.
- Your weight and amount of body fat make a difference. The effects of alcohol depend on the percentage of alcohol in your bloodstream, which in turn depends on the amount of blood in your body. A smaller person becomes more intoxicated than a larger person drinking the same amount. This is because the concentration of alcohol in the blood is greater in the smaller person.
- Women generally have a higher ration of body fat to water. Alcohol does not dissolve in fat the way it does in water. With less water to dilute alcohol, women tend to feel the effects of alcohol sooner than men.

2.3 Poster parts

Have the students from each group present their illustrations and a brief summary of the information they were assigned. Display the posters around the room. Encourage the students to read the information provided on each poster at some point during the unit.



Remind the class that an alcohol addiction affects everyone in a family because a change in one person's behaviour often evokes change in other family members. Alcoholics Anonymous provides help to adults who are suffering from drinking problems; Alateen assists teenagers experiencing drinking problems; and Al-Anon offers support to family members.

2.4 Review and homework assignment: Drinking dilemma

Ask the students to reflect individually on their attitude about alcohol. Have them consider whether the information learned in today's lesson changed their perception of drinking.

Check the class envelope and respond to any questions asked.

As an extension to this lesson, you can send home BLACKLINE MASTER 2.4: Drinking dilemma. The students can write a brief response to each scenario provided and return their work to be stored in their notebooks.

Alcohol acceptance

Read each situation carefully. Circle T if you think the statement is true, or F if you think it is false.

1. Sahir's mom and dad have an occasional drink, usually during social events. Sahir's chances of developing a drinking problem are lower than they are for somebody who comes from a family of heavy drinkers. F T
2. Teresa feels nervous and awkward around people, especially at parties. Teresa has seen her older brother loosen up after having a few drinks. He becomes the "life of the party!" Social pressure is one of the reasons people drink. F T
3. Tony wonders what it's like to be drunk. He thinks about it a lot and he is very curious to try it. This is unusual. Few people try drinking out of curiosity. F T
4. Darcy is having difficulty controlling her anger and relieving her stress. When she is not angry or stressed, she feels depressed. Some people will use alcohol to deal with emotional problems. F T
5. Lee's parents do not drink alcohol. They tell Lee about the dangers of alcohol and forbid him to use it. Lee has a tendency to rebel against authority. He will probably not experiment with drinking because of his parents' wishes. F T
6. Personal image is very important to Aria. She hangs out with the "cool" crowd at school. Lately, her friends have begun drinking beer at parties. This does not increase Aria's chance of experimenting with alcohol because it doesn't have anything to do with personal image. F T
7. Jim has a drink with his buddies once and a while. Usually, it makes him laugh and feel carefree. Sometimes, he experiences relaxation and sleepiness. One reason why people use alcohol is to change the way they feel or think. F T
8. Ever since Darcy can remember, the people around her have been heavy drinkers. They brag about getting "hammered" and being able to "hold their liquor." Darcy thinks it's okay to drink a lot of alcohol. This accepting attitude does not increase her chances of having a drinking problem. F T

Analyzing alcohol

Alcohol is a drug

It is important to remember that alcohol is a drug and should never be mixed with any other drugs. Alcohol is a depressant drug that slows down the central nervous system. Alcohol affects the way your body and mind function by slowing down the messages that get sent to and from the brain. If you drink too much alcohol, your body slows down so much that you go to sleep or become unconscious. Drinking an extreme amount of alcohol may result in alcohol poisoning, which can cause death. Drinking heavily over a long period of time can have serious consequences, such as brain damage, ulcers, liver disease, malnutrition, heart damage and various forms of cancer.

Alcohol, your body and your brain

Alcohol is not digested (broken down in the stomach) the same way that food is. Alcohol is absorbed through the lining of your stomach and intestines and quickly enters your bloodstream. Once it gets into your blood it is circulated to all parts of your body including your brain. Your brain is the part of your body that is the most sensitive to alcohol. Alcohol upsets your brain's ability to send and receive messages. Alcohol's effect on your brain can cause dizziness, confusion, slurred speech, fuzzy vision and poor muscle control.

Alcohol and your liver

After alcohol gets into your blood it goes directly to your liver. Your liver is the organ responsible for cleaning the impurities out of your blood. Your liver must work hard to change the alcohol into water and carbon dioxide. It is then removed from your body through your breath, sweat and urine. This process happens slowly. When people drink alcohol faster than their liver can get rid of it, they will quickly feel the effects of the alcohol. That is why you cannot make yourself less drunk by drinking coffee, running in fresh air or taking a shower. You must wait for your liver to break down the alcohol.

For more information, contact your local AADAC office or call 1-866-33AADAC or visit our Web site www.aadac.com.

How much alcohol is too much?

One beer, one 120 mL glass of wine and one drink with 45 mL of hard liquor contain the same amount of alcohol. Each is considered one drink. A person who has had one drink may feel or act differently than another person who has also had one drink. Alcohol affects people in different ways. It is difficult to determine what effects alcohol will have on a person because it depends on many factors; these include how a person feels, the company he or she is with and the place and time of day. People tend to feel the effects of alcohol more so if they:

- Do not drink on a regular basis
- Have a lower metabolism
- Are smaller in size
- Are women
- Drink quickly

When does drinking become a problem?

Anyone who drinks may develop a problem with alcohol. This can be the result of drinking too much at one time or patterns of drinking over a period of time. A drinking problem happens when a person's use of alcohol results in negative consequences. Someone may have a problem with alcohol if his or her drinking causes:

- Difficulties with money
- Trouble with the law (drinking and driving, inappropriate behaviour in public)
- Physical suffering (loss of appetite, sleeplessness, nausea)
- Emotional suffering (feeling guilty, anxious, depressed)
- Pain to others (insults, hurtful words and actions)

People who drink to cope with stress or cannot control the amount they drink are at a high risk of developing a problem with alcohol.

What is the difference between use and abuse?

Alcohol is one of the most widely used drugs in Canada. People drink for many reasons: to add pleasure to social events, to relax or refresh themselves or to participate in religious or festive celebrations. Most people are social or occasional drinkers. These are people who drink moderately (reasonable amounts in responsible situations). Generally, their drinking does not cause problems with physical or mental health, family, friendships, work, money, driving abilities or the law. People who drink moderately do not abuse alcohol by drinking too much at one time, developing patterns of drinking over a period of time or combining alcohol with other drugs.

Drinking dilemma

What comes to mind as you read each of the statements below? Write your thoughts in the space provided.

1. Television beer commercials always show people laughing and having a good time when they drink. That makes me think...

2. The media report that violent crimes are sometimes associated with alcohol use. That makes me think...

3. Alcohol is served at important celebrations like weddings. That makes me think...

4. Some people choose not to drink alcohol. That makes me think...

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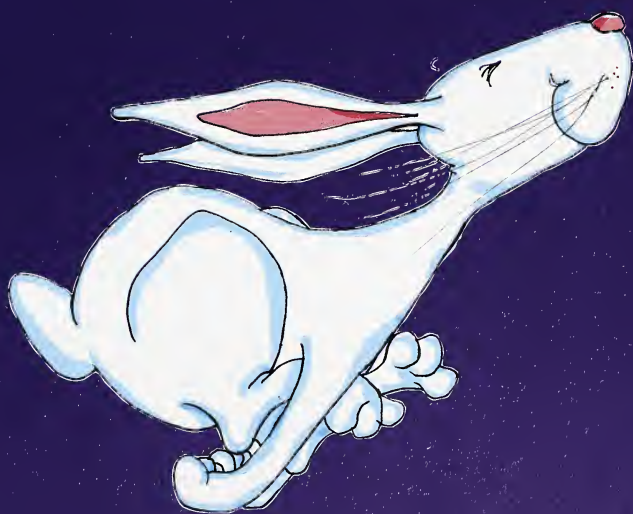
5. I've heard that a number of famous people are "alcoholics."
That makes me think...

6. Some of the people whom I admire also drink. That makes
me think...

7. Many news stories report that drunk drivers kill people.
That makes me think...

8. In Alberta it is illegal for anyone under the age of 18 to
drink alcohol. That makes me think...





Lesson 3

Dicey decisions



SPECIFIC OUTCOMES

W-6.1 Evaluate the need for balance and variety in daily activities that promote personal health

W-6.4 Examine how health habits/behaviours influence body image and feelings of self-worth

L-6.3 Analyze influences on decision-making

L-6.4 Identify and develop strategies to overcome possible challenges related to goal fulfillment

- differentiate between licensed and informal gambling
- understand the factors that influence an individual to gamble
- recognize gambling that is problematic
- evaluate the consequences of gambling activities
- recognize healthier, alternative choices to gambling

CONTENT AND TIME (45-MINUTE LESSON)

3.1 Opening activity: Getting a grip on gambling (10 minutes)

3.2 Probable purposes (10 minutes)

3.3 Weighing wagers (20 minutes)

3.4 Review: What we have learned (5 minutes)

REQUIRED MATERIALS

TRANSPARENCY 3.1: Getting a grip on gambling

BLACKLINE MASTER 3.2: Probable purposes

Ball or beanbag

Chart paper

Notebooks

3.1 Opening activity: Getting a grip on gambling

Ask the students to discuss their definition of gambling. After a few examples, show the definition provided at the top of TRANSPARENCY 3.1: Getting a grip on gambling. Have the students record this in their notebooks:

Gambling is risking money or something of value on an activity with an uncertain outcome.

Explain that many young people think gambling is an adult activity that happens in casinos and bars. This is true, but gambling is not limited to Black Jack and video lottery terminals (VLTs). Gambling can also take place in your neighbourhood or on the school grounds.

Show the remainder of TRANSPARENCY 3.1, which defines licensed and informal gambling:

Licensed gambling includes gambling activities that are monitored by the government to some degree. It is illegal for people under the age of 18 to participate in licensed gambling.

Informal gambling is risk-taking behaviour that involves betting, wagering or daring for an exchange of money of something of value. Many people gamble informally with family and friends.

Have the students provide examples of each type of gambling and record responses on chart paper, as follows:

Licensed Gambling

lotteries
sports lotteries
video lottery terminals (VLTs)
casinos
bingos
raffles
horse racing
scratch or pull tab tickets
fundraising lotto tickets

Informal Gambling

wagering on a sports game
betting on a card, board or video game
flipping pennies
playing for keeps
daring for money or items
betting on a skill, like playing darts

3.2 Probable purposes

Have the students work in pairs to complete BLACKLINE MASTER 3.2: Probable purposes. Their task is to determine two reasons why each character gambles. There are twelve possible answers for this exercise, so the students should not need to repeat ideas. Upon completion, have volunteers report responses. They may offer answers that differ slightly from the suggestions below. Accept answers, provided that they are appropriate to the situation being discussed. Record responses on chart paper. The following list provides appropriate answers:

Reasons why people gamble

- #1 For excitement
To be challenged
- #2 Out of curiosity
For fun or entertainment
To do things with friends
- #3 As a hobby
To forget about everyday problems
- #4 To support good causes
To win
- #5 To be alone
Because they are good at it
To feel good about themselves



Explain that most people gamble occasionally. They enjoy the activity, the interaction with others and the challenge. For these people, gambling is a social activity; winning or losing money or something of value is not the primary goal. For some, however, gambling turns into a serious problem. Such individuals become preoccupied with gambling, despite negative consequences to themselves or others involved. Bets, wagers and dares become much more significant and frequent, which can be just as powerful as an addiction to drugs.



- Experiencing a “rush,” which reinforces continued gambling
- Focusing primarily on winning
- Extending the time and money spent on gambling
- Increasing gambling activities to win back lost money or personal belongings
- Hiding gambling activities from family and friends
- Lying about gambling losses
- Feeling depressed about the outcome of gambling activities
- Wanting to stop, but feeling unable to do so

Remind the class that a gambling addiction affects everyone in a family because a change in one person’s behaviour often evokes change in other family members. Gamblers Anonymous provides help to people who are suffering from problem gambling, and Gam-Anon offers support to family members.

3.3 Weighing wagers

Have the students identify the first thing that comes to mind when you ask them about a negative gambling consequence. They will probably say “losing.” This is certainly correct; however there are other negative consequences that tend to get missed. Ask the students to consider the examples below. Have them identify the consequences of each. One by one, show the consequences of these examples, provided on **TRANSPARENCY 3.3: Weighing wagers**. Show the consequence after you have read each example.

Think about...

- Betting more than you can afford to lose
- Gambling to escape emotional or daily problems
(like loneliness or stress)
- Skipping school or work for reasons related to gambling
- Arguing with friends and family about money and gambling
- Borrowing money
- Stealing money
- Losing or selling personal belongings
- Exaggerating or lying about your wins
- Worrying about money



Keep **TRANSPARENCY 3.3** available, so that the students can make reference to these consequences during the next part of the activity. Distribute **BLACKLINE MASTER 3.3: Weighing wagers**. In pairs, the students will examine the pros and cons of gambling in a variety of situations. The characters from these situations are the same as those introduced in the opening activity.

The students will read through the situations and write down what the characters could “win” or “lose,” should they choose to gamble or not. The terms “win” and “lose” represent the positive and negative consequences of the characters’ decisions. Discourage the students from focusing primarily on money or personal belongings. Have them consider other consequences, such as the examples available on **TRANSPARENCY 3.3**.

3.4 Review: What we have learned

Gather the students in a circle to engage in a simple ball toss. Explain that before tossing the ball, each student must first call out the name of the person to whom he or she is throwing. The student catching the ball must then call out the name of a different person to receive the ball. Ask the students to give everyone an opportunity to catch and throw the ball, but only once. They are to refrain from throwing the ball to somebody who has already had a turn. If a student receives the ball a second time

by accident, simply continue the ball toss and try to avoid repeating this mistake. Discourage the class from dropping the ball; however, if this happens, the students simply pick up the ball and keep the ball toss going. Explain that you will keep time, to see how long it takes for everyone to receive and throw the ball.

Challenge the class to a second round of tossing the ball. Remind everyone to catch and throw the ball only once, without dropping it. The students can keep the same pattern of throwing or throw randomly. Encourage the students to improve their time, and ask volunteers to predict the time it will take to finish the next round. This challenge can stop after the second round or continue a number of times.

Afterwards, ask the students how the game went, focusing on why they continued to play, whether they won or lost, what improvements they made and how close they were to their predicted time.

This activity can be used to reinforce the concept of cooperative competition. Together, the students participated in teamwork to experience excitement and challenge. These are some of the same reasons young people begin to gamble. However, during cooperative competition, the concept of winning versus losing is not a priority. The focus becomes accomplishing a goal as a team, celebrating the process of collaborating and achievements made as a result.

Check the class envelope and respond to any questions asked.

Getting a grip on gambling

Gambling is risking money or something of value on an activity with an uncertain outcome.

Licensed gambling includes gambling activities that are monitored by the government to some degree. It is illegal for people under the age of 18 to participate in licensed gambling.

Informal gambling is risk-taking behaviour that involves betting, wagering or daring for an exchange of money or something of value. Many people gamble informally with family and friends.



Probable purposes

Read the situations below and write down two reasons why you think each person gambles. Two of the situations will have three reasons. See if you can find the extras:

1. Manuel likes to bet on card games with family and friends. Recently, he started placing larger and more frequent bets because it excites him and he feels challenged.

.....

2. Judy's friends play bingo once and a while for entertainment. They invited her to join them. Judy was curious to try it, she had fun playing bingo and she enjoyed doing something with her friends.

.....

3. Ian bets on sporting events, like hockey, soccer and basketball. Sports and gambling are hobbies of his. When he is focused on whether he will win his bets, he forgets about his everyday problems.

.....

4. Fadwa loves to buy fundraising, raffle and lottery tickets. She thinks it's important to support good fundraising causes. She is sure that she will have a big win one day because she buys so many tickets.

.....

5. Tim enjoys placing bets on horse racing. He likes to be alone and the horse races are a good place to avoid people who want to "chit chat." Tim thinks he is skilled at picking a winner and this helps him feel good about himself.

.....

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Weighing wagers

Being in debt or owing money

Problems not going away and may be getting bigger

Getting suspended from school or fired from a job

Losing the support of friends and family members

People becoming annoyed and maybe stop trusting

Getting into trouble with the law

Feeling regret

Having a low self-esteem and losing the trust of others

Experiencing anxiety, affecting physical and mental health

Weighing wagers

Read the situations below and write down what the characters may "win" or "lose" if they choose to gamble or not.

1. Manuel has begun to spend greater amounts of time betting on card games. He is placing larger and more frequent bets. Tonight, he has a chance to go to the movies with his friends instead.

If he gambles

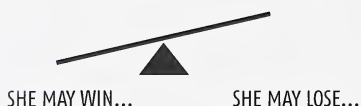


If he goes to the movie

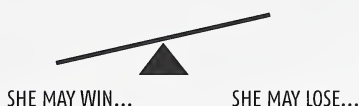


2. Judy has promised her family that she will cut back on bingo. She lies about her gambling activities and refuses to explain her behaviour.

If she continues gambling



If she cuts back



3. Ian has always been a good student, but his grades have begun to drop. He spends more time betting on sports events and worrying about the outcomes. His teacher has suggested that he join a study group. He is interested in the idea of joining, but he knows he won't have time to gamble.

If he gambles



If he joins the study group



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4. Fadwa has been offered a part time job that pays well. She would like to pay off her growing debts from buying raffle and lottery tickets. This job would take time away from looking into different raffles and lottos.

If she gambles



If she takes the job



5. Tim used to bet on horse racing for fun. Lately, he depends more on gambling to feel good about himself. He experiences mood swings a lot. He played on a baseball team last year and his teammates have asked him to join them again this year. He can't do both.

If he gambles



If he joins the team





Lesson 4

Personal power

SPECIFIC OUTCOMES

R-6.1 Recognize that individuals can choose their own emotional reactions to events and thoughts

R-6.2 Establish personal guidelines for expressing feelings

L-6.1 Expand strategies for effective personal management

L-6.2 Identify personal skills

- realize that negative and positive thought patterns affect self-esteem
- understand that a positive self-esteem promotes a healthy lifestyle
- recognize personal strengths and work toward positive life outcomes

CONTENT AND TIME (45-MINUTE LESSON)

4.1 Opening activity: Personal progress report (10 minutes)

4.2 Class book: Student strengths and individual interests (30 minutes)

4.3 Review: Showcasing our strengths (5 minutes)

REQUIRED MATERIALS

BLACKLINE MASTER 4.1: Personal progress report

BLACKLINE MASTER 4.2: Student strengths and individual interests

8.5" x 11" pieces of manila tag for each student

Art supplies for illustrations (crayons, pencil crayons, felts, etc.)

personal photo (optional)

Notebooks



4.1 Opening activity: Personal progress report

Have the class complete **BLACKLINE MASTER 4.1: Personal progress report**. This activity involves the students in assessing personal strengths and areas where improvements could be made. Emphasize the importance of being honest. Also clarify the difference between negativity (thinking the worst about yourself) and self-improvement (identifying areas where further growth is needed). For example, saying to yourself, “I always worry!” can be negative; however, recognizing that you need to let go of something that is bothering you is a constructive way of seeking personal development.

You may want to go through one or two examples to ensure the students clearly understand the rating scale. After completing this activity, give the students an opportunity to express their thoughts about the connection between a positive self-esteem and discussions about drugs, alcohol and gambling. Ensure the students understand that young people who have a positive self-esteem do not struggle as much with addictions. They have a strong sense of who they are and what they want in life. This helps guide them through difficult circumstances. They make decisions that help them achieve their goals; and therefore, they are less likely to look for an escape and put themselves at risk.

4.2 Class book: Student strengths and individual interests

This activity can be done individually, following discussions in pairs or small groups. Cut out 8.5” x 11” pieces of manila tag. Photocopy a few pages of **BLACKLINE MASTER 4.2: Student strengths and individual interests**. Have the sentence strips cut out and ready for distribution, as each group will receive an assortment. Tell the students that they will be creating a class book with an opportunity to showcase themselves and learn more about their classmates.

Explain that the groups will be given a variety of sentences. Each student will then select a sentence starter that he or she wishes to finish. Encourage everyone to choose something different from other group members, to avoid repetition. Allowing choice for this part of the activity will be more effective, as some students may feel uncomfortable expressing their thoughts about a particular idea. Encourage the students to discuss ideas within their groups before recording.

For the next part of the activity, have the class work independently. The students will copy the sentence starter they have chosen, followed by a 3 to 5 sentence description of their strength or interest at the top of the manila tag. Encourage the students to include in their descriptions any community resources that enable them to build on their strength or interest (for example: community swimming pools, libraries, sports leagues, etc.). Underneath their sentences, they will then draw themselves, illustrating the strength or interest they wrote about at the top of the page. Alternatively, you could ask the students to bring in an actual picture of themselves from home a couple of days in advance. They would then glue this picture into the book and decorate the manila tag around it. Again, the picture should showcase the strength or interest they wrote about in the book. Encourage everyone to work neatly, as this book will be taken home to show to parents.

According to the Freedom of Information and Privacy Act, please note the following: if you wish to send this book home, (1) only the students' first names should be provided and (2) you will need written parental consent to include actual photographs.

Depending upon time, this activity may need to be completed at home or during other available class time. Once the students have finished, collect their work.

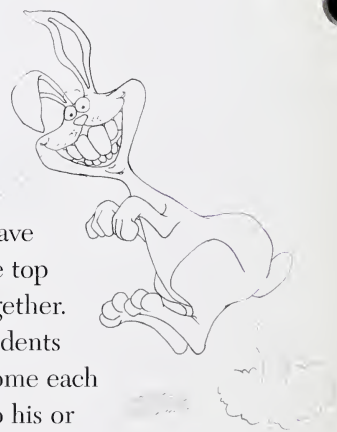
4.3 Review: Showcasing our strengths

An extension to this activity is to create a class book. To do this, have a volunteer create a title page for the book. Make two holes at the top of each page and use binding rings to attach the work samples together. During the day, the book can be available in the classroom for students to read individually at appropriate times. The book can be sent home each night with a different student. The student reads the class book to his or her parents and returns it the next day. You might even include two or three back pages where parents can write comments about what they have read.

If this is simply too time consuming, have the students display their individual posters on the unit bulletin board, rather than creating a class book.

Spend the last five minutes of this lesson explaining how the class book will work, or inviting volunteers to display individual work samples.

Check the class envelope and respond to any questions asked.



Personal progress report

Evaluate yourself on how often you demonstrate the qualities below:

1. I am able to let go of something bothering me.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

2. I believe in myself and my ability to do things well.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

3. I trust others.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

4. I am welcoming toward others.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

5. I lean on a friend when I am down.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

6. I am a good listener.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

7. I recognize and appreciate that I am unique.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

8. I celebrate my differences from others.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

9. I am independent.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

10. I learn from my mistakes.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

11. I forgive others.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

12. I praise people, rather than criticize them.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

13. I accept people the way they are.

☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

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14. I am honest.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

15. I like to just be myself, rather than somebody I am not.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

16. I show my emotions.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

17. I am happy for others, not jealous of them.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

18. I express my feelings.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

19. I stand up for my beliefs and values.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

20. I am a loyal friend.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

21. I make responsible decisions.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

22. I keep promises to myself and others.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

23. I avoid comparing myself with others.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

24. I have realistic expectations for myself and others.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

25. I am able to laugh at myself.

- ☐ Almost always ☐ Rarely ☐ Sometimes ☐ Usually ☐ Almost never

Look at your list and decide which three areas are strengths for you and which three areas need improvement. Think about the qualities that help you strengthen your self-esteem and build supportive relationships with others.

Student strengths and individual interests

Activities I am involved in are...

Special abilities I have are...

I feel determined to succeed when...

My accomplishments are...

In my neighbourhood I like to...

When I think about the future, I hope that...

At school I am good at...

At home, my interests include...

When I am alone I enjoy...

When I am with other people I often...

People compliment me about...

Responsibilities I have are...

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Family is important to me because...

Friends are special to me for many reasons...

People like me because...

I think I make a difference by...

Three of my best qualities are...

I am a positive influence for others when I...

I like to relax by...

I am grateful for...

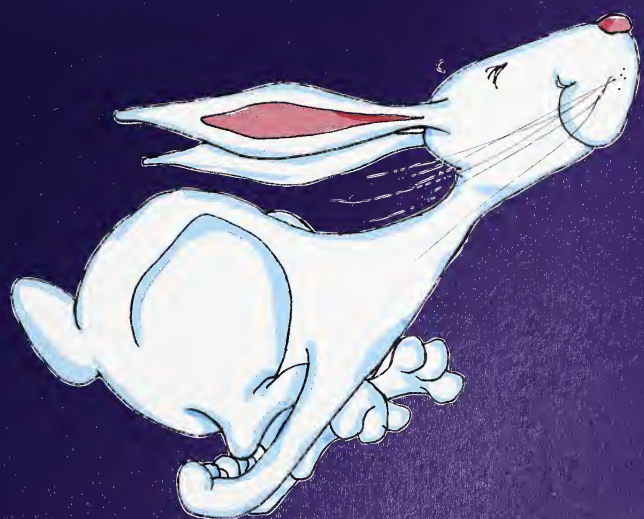
The time when I feel the happiest is...

The thing I like about myself the most is...

My greatest quality is...

Things that I value the most are...

I am a good listener when...



Lesson 5

Facing our feelings and stomping on stress

SPECIFIC OUTCOMES

R-6.1 Recognize that individuals can choose their own emotional reactions to events and thoughts

R-6.2 Establish personal guidelines for expressing feelings

R-6.3 Develop personal strategies for dealing with stress/change

L-6.6 Analyze and apply effective age-appropriate strategies to manage change

- acknowledge situations that may affect a change in feelings or stress levels
- understand the relationship between stressful events and our feelings
- learn and practice a variety of relaxation techniques

CONTENT AND TIME (45-MINUTE LESSON)

5.1 Opening activity: Samples of stress and feelings that follow (10 minutes)

5.2 Rules for relaxation (30 minutes)

5.3 Review: Personal preferences (5 minutes)

REQUIRED MATERIALS

TRANSPARENCY 5.1: Samples of stress and feelings that follow

BLACKLINE MASTER 5.2: Rules for relaxation

Chart paper

Notebooks



5.1 Opening activity: Samples of stress and feelings that follow

Have the students brainstorm a list of events that create stress in their lives. Record responses on chart paper to post on the bulletin board. The following is a list of suggestions that you may want to draw from the class:

- Changing because you are growing up and getting older
- Experiencing peer influence
- Moving to a new neighbourhood
- Attending a new school
- Desiring to do well in school
- Being bullied
- Making friends
- Fitting in with others
- Doing school homework
- Being bored
- Arguing at home
- Experiencing money difficulties at home
- Going through a divorce in the family
- Grieving as a result of the death of a loved one
- Striving to improve in a sport or hobby



Once the list is complete, ask the students to explain the feelings that result from experiencing any one of the stresses identified. Encourage the students to think of a variety of expressive words. For example:

1. Moving to a new neighbourhood might make you feel homesick
2. Making new friends is intimidating
3. Doing school homework can be overwhelming

Record student responses on **TRANSPARENCY 5.1: Samples of stress and feelings that follow.**

5.2 Rules for relaxation

Divide the class into pairs or small groups and distribute **BLACKLINE MASTER 5.2: Rules for relaxation**. Explain that the students will read through seven techniques they can use to help them manage stress. Once they have read through everything, they will go back to the beginning and select a couple of techniques that they wish to practice. How many they complete will depend upon the time available. Encourage the students to practice the techniques they find the most interesting, as they will not have time for all seven. Ask them to consider the question at the bottom of **BLACKLINE MASTER 5.2**. This will be discussed at the end of the activity; therefore, it is important that the students identify which techniques they find the most beneficial and why.

Clarify that all of the relaxation rules give detailed instructions; this is for individuals who plan to make use of these techniques on their own time. More general instructions are also provided, which describe practice techniques for the students to use during this lesson.

Alternatively, you may prefer to read **BLACKLINE MASTER 5.2** and work through some of the techniques as a large group, rather than dividing the students into pairs or groups.

5.3 Review: Personal preferences

With a show of hands, tally the top three favourite techniques. Discuss the question provided at the bottom of **BLACKLINE MASTER 5.2**, which is as follows:

What is your favourite rule for relaxation? Think about:

- Why this is your favourite technique
- When it will help you most
- How often you will use it
- The results you expect to see

Have the students keep **BLACKLINE MASTER 5.2** in their books for easy reference to the relaxation techniques.

As an extension to this activity, you can ask the students to write about one of these experiences as a homework assignment. You can also have them illustrate and title their favourite technique; and display work samples on the bulletin board, near the chart of stressful situations.

Check the class envelope and respond to any questions asked.



Samples of stress and feelings that follow

Stressful Situations

1. New neighbourhood
2. New friends
3. School homework

Feelings Experienced

1. Being homesick
2. Being intimidated
3. Being overwhelmed

4. → 4.

5. → 5.

6. → 6.

7. → 7.

8. → 8.

9. → 9.

10. → 10.

Rules for relaxation

Read through each of the relaxation techniques below. After reading all of them, go back and try out a couple with a classmate and think about how they make you feel.

Rule 1: Positive self-talk

Think of a variety of positive statements you can say to yourself when you need a boost of confidence. Write down a list of ideas and commit this list to memory.

With your partner, discuss three positive statements you will include on your list.

Rule 2: Tensing and relaxing muscles

Sit or lie down in a quiet place. Close your eyes and try to relax. Start at your toes. Tense all of the muscles in your toes and hold for about ten seconds. Next, relax your toes for another ten seconds. Move to your feet. Tense all of the muscles in your feet and hold for ten seconds. Relax your feet for another ten seconds. Continue doing this with your calf muscles, your thigh muscles, your stomach muscles, etc. Work slowly all the way to your facial muscles.

Try this out with your partner. Begin with your fingers first, your hands next and your arms last. Remember to close your eyes, clear your mind and focus on the task at hand. Your partner will count to ten for you as you tense and relax. Afterwards, you will count for your partner.

Rule 3: Visualizing

Example (a) Close your eyes. Imagine a picture of a peaceful place you would like to be. This can be a place you have already visited or a place you have only heard about. Try to imagine every detail. See yourself relaxing in the picture.

Example (b) Close your eyes. Imagine achieving a goal you have identified for yourself. This picture should be still, like a snap shot. You feel proud because you have succeeded. Think about who else is in this picture with you.

Together with your partner, close your eyes and imagine a picture. This may be a picture of a peaceful place or a picture of personal success. After about one minute, tell your partner about your picture.

Rule 4: Deep breathing

Find a quiet place to sit or lie down. While counting to five slowly, take in a deep breath through your nose. Hold your breath for another five seconds. Next, let your breath out through your mouth while counting to five slowly. Repeat this several times.

Have your partner count for you as you breathe in, hold and breathe out. Repeat this five times before counting for your partner. Try to breathe, making as little noise as possible.

Rule 5: Exercise

Exercise is a popular way of dealing with stress. Many people jog, work out at the gym or participate in sports. You can choose any form of exercise that you enjoy. You may choose to exercise alone or with a friend. Try to allow yourself time each day to be active and to exercise.

At the same time as your partner, complete a series of jumping jacks for one minute. If you feel yourself getting tired, simply slow down your pace. Try not to stop before one minute passes. When you finish, relax for one minute.

Rule 6: Lighten Up

Laughing, having fun and taking time to enjoy the moment are other popular ways of dealing with stress. Make a list of ways to "lighten up!" Think of activities, sayings or jokes that help you smile and cheer you up. Try to do at least one thing from your list each day. Your list can have as many as 50 items on it. Start small and add new ideas each week.

With your partner, brainstorm five items you would like to include on your list. Here are a few examples:

- Play with a pet
- Start a pillow fight
- Make up a silly song
- Run through the sprinkler
- Invent a new laugh

Rule 7: Reward Yourself

Reward yourself regularly! Think of a treat to give yourself each day. Remember, a treat does not have to be something that you buy.

Talk about ideas for treating yourself with your partner. Together, you can think of a variety of rewards. Some examples are:

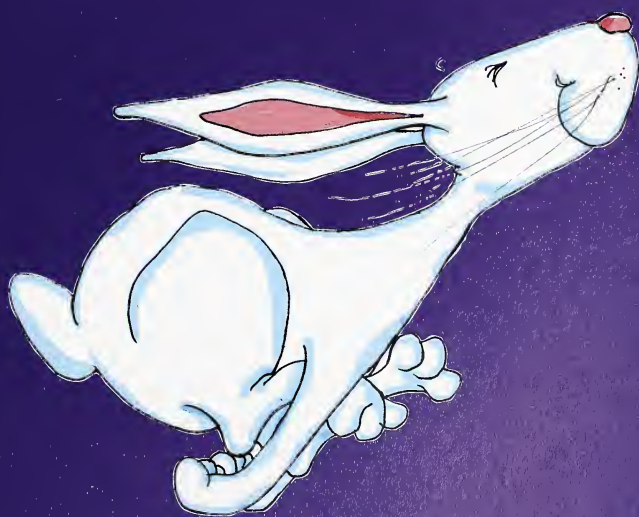
- Eating a favourite snack
- Watching a T.V. show
- Making a craft
- Playing a video game
- Giving yourself a sticker

Question to Consider

What is your favourite rule for relaxation? Think about:

- Why this is your favourite rule
- When it will help you most
- How often you will use it
- The results you expect to see

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Lesson 6

Refusal responses

SPECIFIC OUTCOMES

R-6.2 Establish personal guidelines for expressing feelings

R-6.8 Analyze the influence of groups, cliques and alliances on self and others

L-6.1 Expand strategies for effective personal management

L-6.4 Identify and develop strategies to overcome possible challenges related to goal fulfillment

- identify a personal comfort zone and set boundaries in social situations and relationships
- acknowledge that various social situations require different responses that are dependant upon the relationship and environment
- learn and practice refusal strategies to decline drugs, alcohol and gambling

CONTENT AND TIME (45-MINUTE LESSON)

6.1 Opening activity: Expect the unexpected (5 minutes)

6.2 Declaration of decline (10 minutes)

6.3 Refusal role-plays (20 minutes)

6.4 Paired presentations (10 minutes)

REQUIRED MATERIALS

BLACKLINE MASTER 6.2: Declaration of decline

TRANSPARENCY 6.3: Refusal role-plays

Chart paper

Notebooks



6.1 Opening activity: Expect the unexpected

Ask the students what would happen if today, out of the blue, you decided to take the whole class camping for a week. At first, everyone will most likely respond with enthusiasm. Before excitement builds, describe the following condition of the camping trip: you would have to leave right away, without any time to prepare.

Elicit from the students potential problems about this camping trip. Would you have the items necessary, like: tents, sleeping bags, proper clothing and footwear, rain gear, food, cooking supplies, water or a school bus to take you there? If you were not prepared, you might find yourselves in trouble.

Explain to the students that lesson six focuses on being prepared, but not for a camping trip. If the students can anticipate how they will respond when someone approaches them to try drugs, alcohol or gambling, they will be much better equipped to deal with the pressure. Today's lesson concentrates on learning and practicing refusal strategies, which are effective ways of declining offers to experiment with drugs.

6.2 Declaration of decline

Read the example below to the class and ask the students to brainstorm ways that they would turn down such an offer. Emphasize the importance of recognizing a personal comfort zone. Each student must decide how he or she is comfortable saying "no." What works for one person, does not necessarily work for another. Remind the students of the importance to express themselves in a respectful manner. This will alleviate unnecessary conflict and help avoid a physical confrontation. Record responses on chart paper, entitled Refusal Strategies. Post this chart in the classroom, as you will be referring to these ideas again in lesson seven.

EXAMPLE: During your walk home after school, you see some grade eight students smoking. You know some of them from your neighbourhood. They offer you a cigarette.

Once the students have provided some examples of refusal strategies, distribute **BLACKLINE MASTER 6.2: Declaration of decline**. Go over the ideas listed as a whole class. You may want to ask the students to raise their hands if they feel comfortable using the options, as you read through each. You will notice

that space has been provided for the students to record their own ideas. Have them complete this if you have time during the lesson. If not, the students can complete this during the opening activity of lesson seven.

6.3 Refusal role-plays

Read through the following situations, provided on **TRANSPARENCY 6.3: Refusal role-plays**.

1. A school-mate offers you a cigarette
2. A friend dares you to try his or her medicine
3. A friend's older brother has been drinking and offers you a ride home
4. An aunt invites you to take a sip of her wine

Explain that the students will work in pairs and begin with the first situation. Each student in a pair should be given the opportunity to role-play both characters: the person doing the pressuring and the person refusing. Encourage the students who are refusing to use **BLACKLINE MASTER 6.2** and the class ideas listed on chart paper. Remind the students doing the pressuring to use influential tactics (for example: "Come on, don't be a baby about it!") Once a pair has completed the first situation, they may try role-playing the second situation, followed by the third and then the fourth. Stress the importance of role-playing a situation in full, rather than rushing to complete all four.



6.4 Paired presentations

Have willing volunteers briefly present one of their role-play situations for the class. If you have time to present two or three, ask the pairs to demonstrate different role-play situations.

After each presentation, review whether or not the character was (1) prepared for the situation and (2) making use of a refusal strategy that worked in that situation.

Check the class envelope and respond to any questions asked.

Declaration of decline

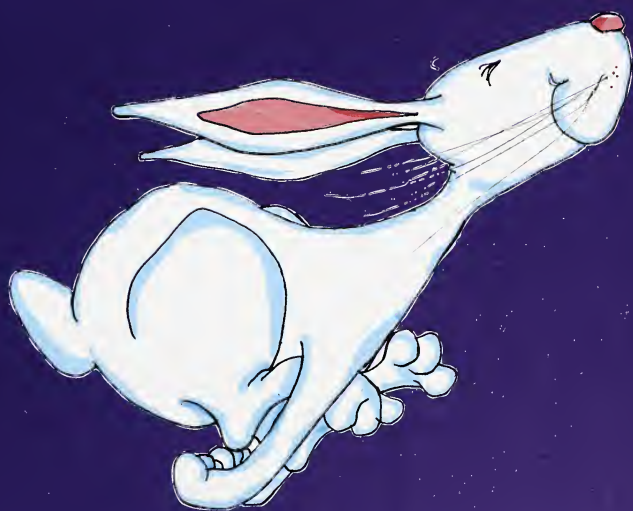
1. Polite and to the point:
"No thanks"
2. Be honest about your feelings:
"I'm not comfortable doing that"
3. Repeat your answer:
"No thank you...No thanks...No...I'm not interested..."
4. Lighten up your answer:
"I like my lung/brain/health (whatever is appropriate) the way it is"
5. Turn the pressure around:
"Why do you need me to join you?"
6. Accept the person, but not the behaviour:
"I like you as a friend, but I don't like doing that"
7. Do not respond:
Simply walk away
8. Change the subject:
"I have a suggestion, let's go to a movie instead"
9. Lean on a friend nearby:
"I'm not interested, what about you?"
10. Lean on your parents:
"My parents trust me and that's important to me"
11. Prediction:
If you can see a difficult situation beginning to take place, avoid it
- 12.
- 13.
- 14.

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Refusal role-plays

1. A school-mate offers you a cigarette
2. A friend dares you to try his or her medicine
3. A friend's older brother has been drinking and offers you a ride home
4. An aunt invites you to take a sip of her wine





Lesson 7

Important life ingredients

SPECIFIC OUTCOMES

W-6.1 Evaluate the need for balance and variety in daily activities that promote personal health

W-6.4 Examine how health habits/behaviours influence body image and feelings of self-worth

W-6.7 Identify and communicate values and beliefs that affect healthy choices

L-6.4 Identify and develop strategies to overcome possible challenges related to goal fulfillment

- recognize the value of life experiences
- consider possible scenarios and take healthy risks that fit within a personal comfort zone
- connect healthy decision-making with accomplishing personal goals

CONTENT AND TIME (45-MINUTE LESSON)

7.1 Opening activity: Reviewing refusal role-plays (10 minutes)

7.2 Guarding your gemstones (25 minutes)

7.3 Generating goals (10 minutes)

REQUIRED MATERIALS

TRANSPARENCY 6.3: Refusal role-plays

BLACKLINE MASTER 7.2: Guarding your gemstones

Refusal Strategies chart (from lesson six)

Chart paper

Crayons or pencil crayons

Notebooks



7.1 Opening activity: Reviewing refusal role-plays

Revisit the role-play scenarios from lesson six, on **TRANSPARENCY 6.3: Refusal role-plays**. Have the students refer back to their class chart from the last lesson and **BLACKLINE MASTER 6.2: Declaration of decline**. As you highlight the role-play scenarios, one at a time, ask volunteers to describe comfortable refusal strategies in each situation. If the students have not yet added three of their own refusal strategies to **BLACKLINE MASTER 6.2**, they may do so now.

7.2 Guarding your gemstones

Distribute **BLACKLINE MASTER 7.2: Guarding your gemstones**. Explain that each gemstone will represent an Important Life Area. An Important Life Area is a significant part of your life that makes you who you are today. Have the students take a moment to consider what they think are Important Life Areas. They may give you answers such as pets, feeling good about yourself, money, who your friends are, etc. You can try to guide the discussion by giving hints. You will be focusing on the following Important Life Areas, which you can record on chart paper:

Important Life Areas

Health (physical, emotional, spiritual)

Family

Friends

Recreation

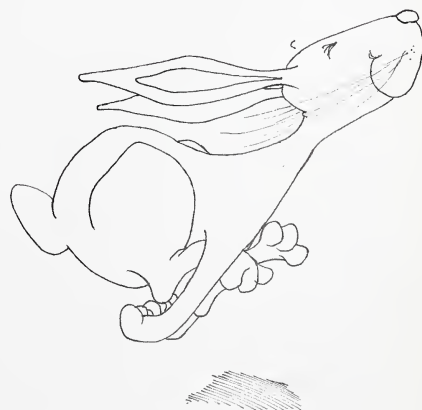
School

Job

Responsibilities

Personal Beliefs

Money



Ask the students if they can identify the symbolism of the gemstones.

Try to draw from them the conclusion that our lives become enriched when we have good health, a loving family, the opportunity to learn, a strong belief system, etc.

You can develop this concept further by emphasizing the importance of maintaining healthy and vibrant Important Life Areas. When each of the Important Life Areas is healthy and vibrant, the whole individual is enriched.

Have the students cut out their six gemstones and title them, using the following Important Life Areas: personal beliefs, recreation, health, friends, school and family. Ask them to title both sides of the same gemstone. In other words, they will write “Personal Beliefs” on both sides of one gemstone, “Recreation” on both sides of another gemstone, “Health” on both sides of another gemstone, etc.

For the next part of the activity, read to the class the scenarios provided below. After reading the first scenario, ask the students to select the appropriate gemstone, with the Important Life Area that would be put at risk, should this situation occur. The students will then take a gray or black crayon or pencil crayon and scribble over one side of the gemstone. Explain that this Important Life Area is put at risk, and therefore, the gemstone becomes dull.

Read through the rest of the scenarios and have the students repeat this process each time, selecting the Important Life Area that would be put at risk. You may want to discuss why a particular Important Life Area is put at risk for each scenario as you play the game.

Scenario 1: WHAT IF...your good friend pressures you to try smoking. You really value being independent and making wise choices. You don't want to lose this friend and you are worried that if you don't smoke, you won't fit in. BUT...you really value making healthy decisions on your own. You quickly decide to let go of your PERSONAL BELIEFS just this once. You try a cigarette.

Scenario 2: WHAT IF...you get a \$5.00 a week allowance. Usually, you spend some of your money on things that you want to buy, you save some of it and you use the rest on RECREATION and having fun with your friends. Lately, you have been losing all of your money betting on card games after school. You can't even afford to go to a movie on the weekend anymore.

Scenario 3: WHAT IF...you have a headache. Your mom is busy and has asked that you do not disturb her. Your dad is still at work. You try to lie down, but it isn't helping. Feeling frustrated, you get up and go to the medicine chest. You take two pills because you figure it can't hurt. You don't realize that you have taken adult, extra strength medicine. You feel very dizzy, like you might faint. You think, "Oh no, what have I done to my HEALTH?"

Scenario 4: WHAT IF...you have two FRIENDS that you have known since kindergarten. You do everything with them. Lately, you have made some new friends who have been pressuring you to make fun of others, to start fights and to "get rid" of your "goody-two-shoe" buddies. Your two friends see a big difference in you. You have started swearing and you brag about trying cigarettes and beer. They don't want to be around you very much anymore.

Scenario 5: WHAT IF...you are staying up very late at night and you are not eating properly. You're tired, but you try to ignore it. You snack most of the day, rather than eating healthy meals. You have tried coffee to help you stay awake, but it gives you a bad headache. You're having trouble focusing in SCHOOL and your marks have been going down.

Scenario 6: WHAT IF...when you first tried smoking, you never thought it would become a habit. But now, you're doing it once a day. Your mom smelled smoke on your clothes, but you said it was because some older kids were smoking at the park. She believed you then, but now she has found a cigarette in your coat. Your FAMILY does not feel that they can trust you now. They are very concerned about what else you are doing and if you are being dishonest about other activities.

Once all of the gemstones are dulled, discuss what has happened. Ask the students if their lives are enriched without a feeling of strength in their personal beliefs, recreation, health, friends, school or family. Why not? Ask the students how they will be affected if they allow unhealthy decisions to weaken Important Life Areas. Ask them what happens when unhealthy decisions take priority over Important Life Areas?

Have the students consider what other choices they could make to avoid putting each of these Important Life Areas at risk. Return to the first scenario and ask the students what they could do instead of trying a cigarette. Revisit the second scenario and ask how they might change this outcome. Continue going through each of the scenarios and discuss healthy options. For each



healthy choice made, have the students turn over the appropriate gemstone. They will trace over the title they have written (for example: “Personal Beliefs”) using a brightly coloured crayon or pencil crayon, so that it shines once again.

Discuss the significance of maintaining strong Important Life Areas to live a healthy lifestyle. Ask the students if this enables them to experience enrichment. Why? Ask them how they will be affected if they choose to make healthy decisions and reinforce their Important Life Areas. Ask them why is it important to place more emphasis on Important Life Areas than hasty decisions that can be damaging to their health?

7.3 Generating goals

Have the students think about the Important Life Areas discussed in today’s lesson. Encourage them to consider a goal they would like to set for themselves in three or more of these areas. Here are some examples:

Family

I want my family to trust me when I go out with my friends

Health

I want to be able to run up all the stairs without stopping to get my breath

School

I want to get over 70% on my social studies test

Friends

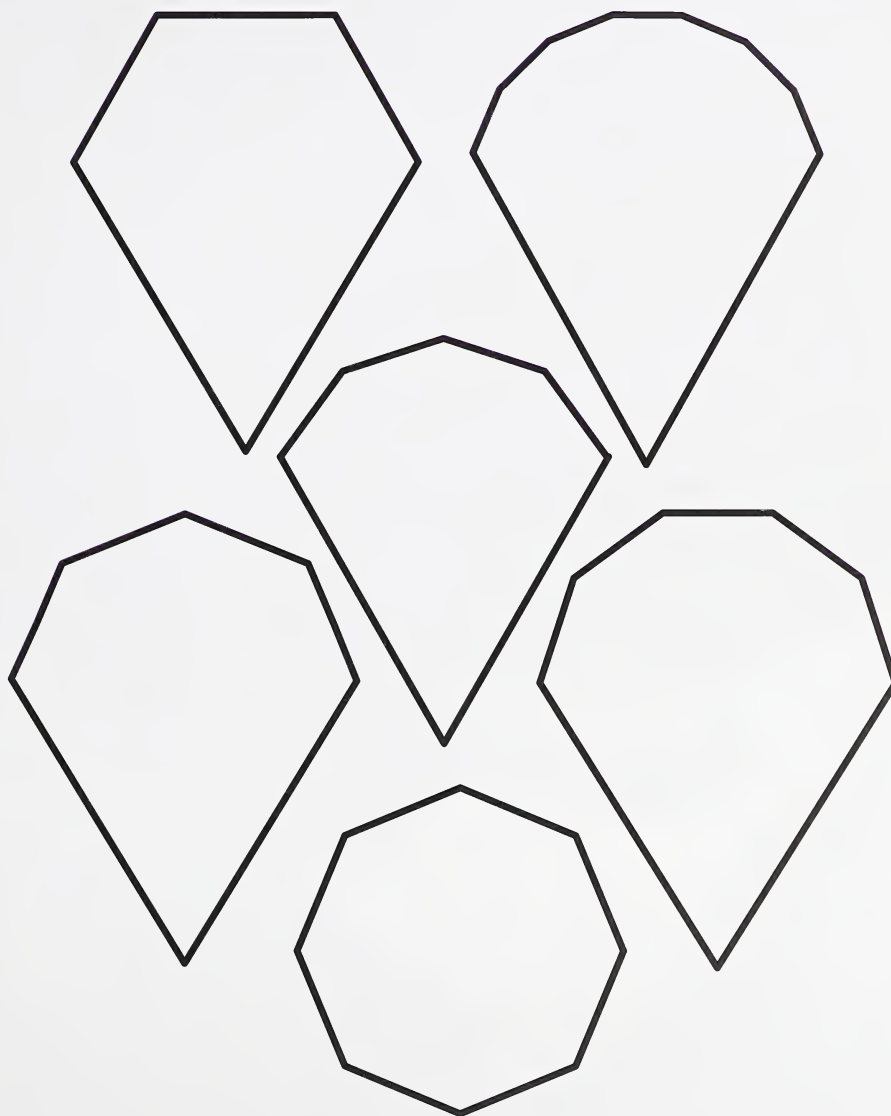
I want to say something encouraging to my friends once a week

Personal belief I want to say something positive to myself once a day

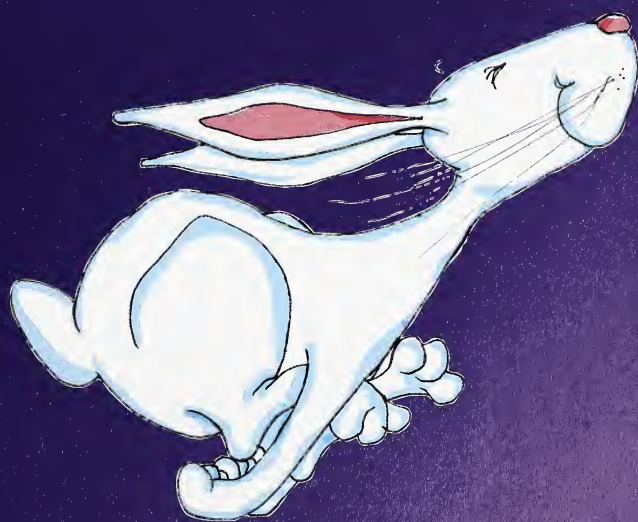
Emphasize that the goals they choose should be achievable, not unrealistic. Also have them think of something specific they can start working on today, rather than focusing on a big goal they hope to achieve sometime in the future. Tell the students to record each goal on the appropriate gemstone and to store these in their desk until the next lesson.

Check the class envelope and respond to any questions asked.

Guarding your gemstones



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Lesson 8

Personal promises

SPECIFIC OUTCOMES

W-6.7 Identify and communicate values and beliefs that affect healthy choices

L-6.1 Expand strategies for effective personal management

L-6.4 Identify and develop strategies to overcome possible challenges related to goal fulfillment

L-6.6 Analyze and apply effective age-appropriate strategies to manage change

- review the knowledge accumulated in the unit and a commitment to goals that are personally relevant
- identify Important Life Areas that correspond with personal goals
- acknowledge that the importance placed on each Important Life Area is flexible and individualized

CONTENT AND TIME (45-MINUTE LESSON)

8.1 Opening activity: What we have learned (10 minutes)

8.2 Generating goals (15 minutes)

8.3 Preparing a personal promise (15 minutes)

8.4 Final review: A promise in a parcel (5 minutes)

REQUIRED MATERIALS

TRANSPARENCY 1.1: Understanding the unit (from lesson one)

BLACKLINE MASTER 8.2: Generating goals

BLACKLINE MASTER 8.3: Preparing a personal promise

Notebooks

Letter sized envelopes (one for each student, if available)



8.1 Opening activity: What we have learned

In pairs or small groups, ask the students to look through their notebooks and briefly review the activities completed. Encourage them to identify the lesson themes and make a list that describes important concepts they have learned throughout the unit.

After enough time has passed and the lists are fairly thorough, ask the students to describe some of the ideas they recorded. Also refer to TRANSPARENCY 1.1: Understanding the unit, taken from the first lesson. Briefly review any concepts the students might have missed.

Ask volunteers to describe their favourite activities, explain their thoughts about the most important part of the information they learned or talk about one or two personal changes they would like to make, as a result of this unit.

8.2 Generating goals

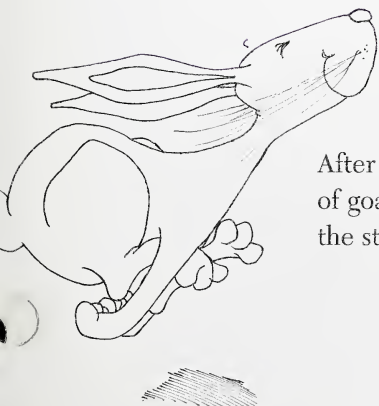
At the end of lesson seven, the class was introduced to the goal setting activity for today. Explain to the students that goal setting will help provide them with direction, especially during difficult experiences they may face. Goal setting helps develop resilience in young people, which is the ability to build emotional strength and overcome life's challenges.

Have the students describe some of the goals they hope to achieve. For each goal, ask them to explain which Important Life Area is affected. For example:

- I want to be kinder to my little sister by letting her hang around me a few times a week — this affects FAMILY
- I want to improve my math mark for the next report card by doing my homework every night — this affects SCHOOL
- I want to become more active, so I will walk three times a week — this affects HEALTH

After the students have talked about their ideas, discuss the specifics of goal setting. You can write the following reminders on the board, to help the students remember:

- Are your goals achievable or unrealistic?
- What can you do today to move towards achieving your goals?



- What results do you expect to see?
- What changes can be made as a result of setting these goals?

Ask the students to complete **BLACKLINE MASTER 8.2: Generating goals**. Encourage them to use the ideas they recorded at the end of the last lesson; however, they may want to make changes or add details.

Allow the students to take home their written goals. Encourage them to post their work in their bedroom, to serve as a constant reminder of their personal aspirations. This will enable the students to remind themselves on a daily basis what their goals are and why they are worth achieving.

8.3 Preparing a personal promise

Distribute **BLACKLINE MASTER 8.3: Personal promise**, along with a letter sized envelope (if available) to each student. Read through the commitment form with the class. Make sure the students understand what it means to make a personal commitment, and what is expected of them in signing this agreement. If time permits, have them suggest ways that they will carry out the items listed (such as surrounding themselves with positive people). Have the students sketch themselves achieving one of the goals they listed during the last activity.

8.4 Final review: A promise in a parcel

As a final activity, have the students put their personal promise into the envelope given to them. If you do not have this many envelopes available, you can have the students create their own, using a sheet of paper.

Ask the students to self address their envelopes. Tell them that in six weeks, you will be handing out or mailing to them (depending on your preference) the commitments that they wrote today. In the meantime, their job is to work toward achieving their personal goals and following through with their personal commitment. You may want to have a shoebox wrapped up, in which to keep the envelopes. You can put the shoebox someplace special in the classroom, where it will remain untouched for six weeks.

Check the class envelope and respond to any questions asked.

Generating goals

In the spaces provided below, write down an Important Life Area and the goal you hope to achieve in that area. Remember to consider:

- Are your goals achievable or unrealistic?
- What can you do today towards achieving your goals?
- What results do you expect to see?
- What changes can be made as a result of setting these goals?

Important Life Area:.....

Goal to achieve:

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Important Life Area:.....

Goal to achieve:

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Important Life Area:.....

Goal to achieve:

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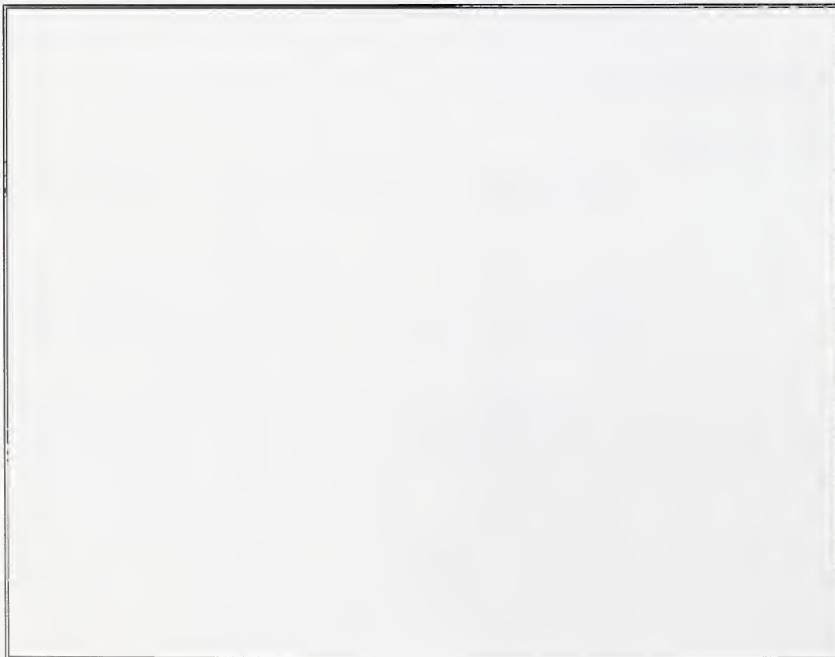
Personal promise

I will make a personal commitment, which is a promise to myself. My personal commitment will help me reach the goals that I have set out to achieve. To be the person that I want to be, I will remember to:

- Surround myself with supportive people
- Believe in myself and recognize my strengths
- Use relaxation techniques to manage stress
- Figure out what is important in life and how alcohol, other drugs and gambling might hinder that

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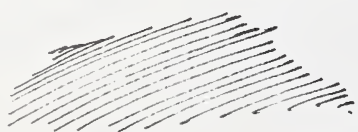
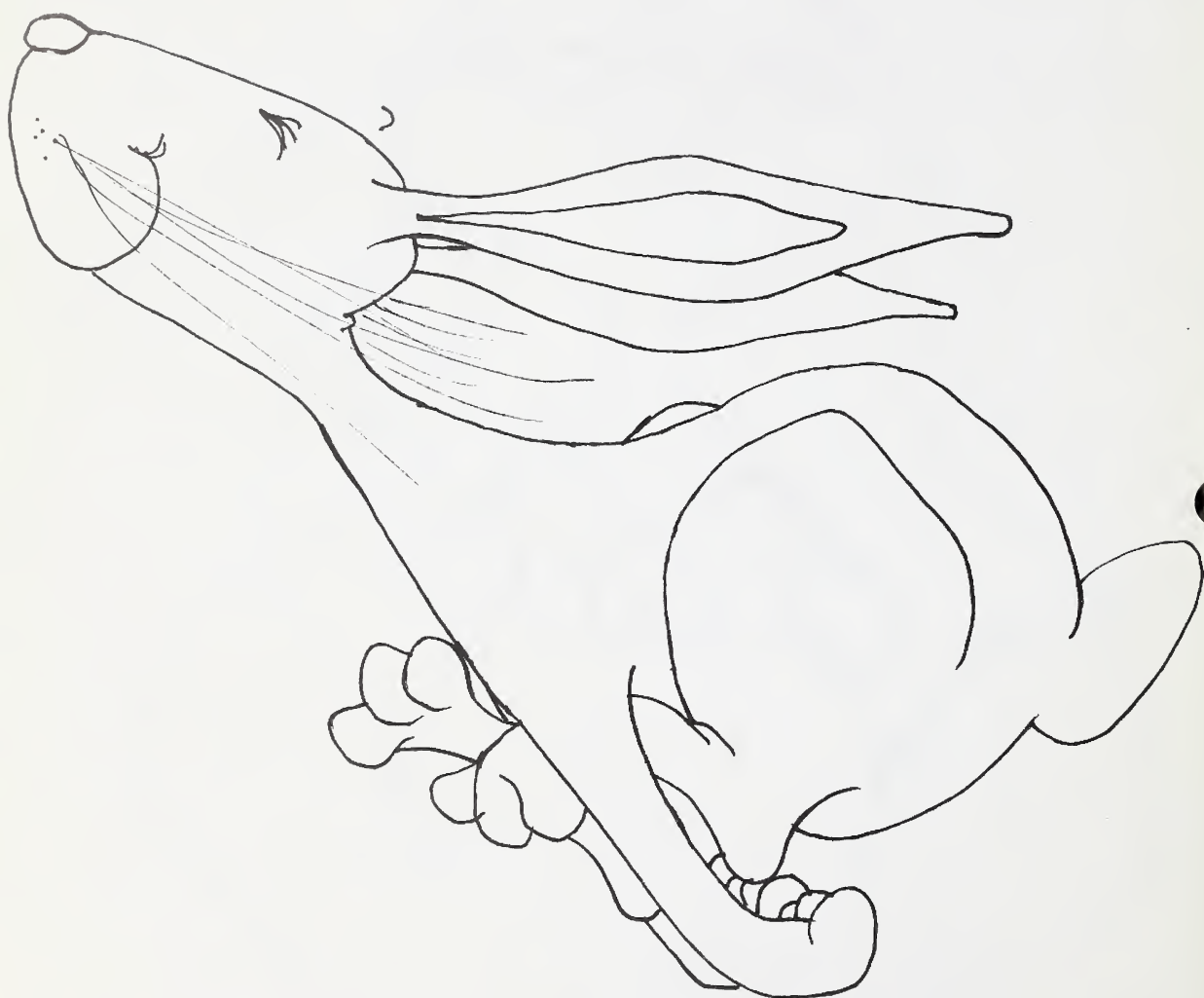
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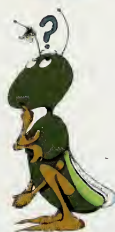
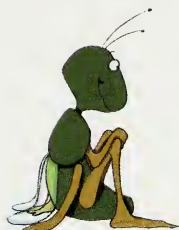
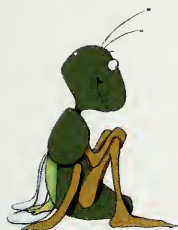
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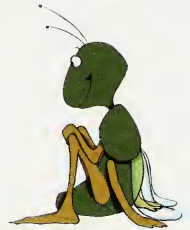
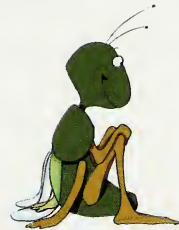
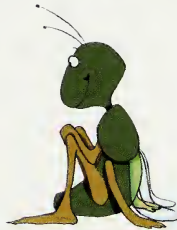
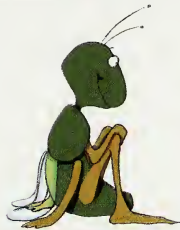
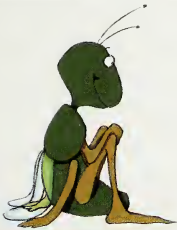


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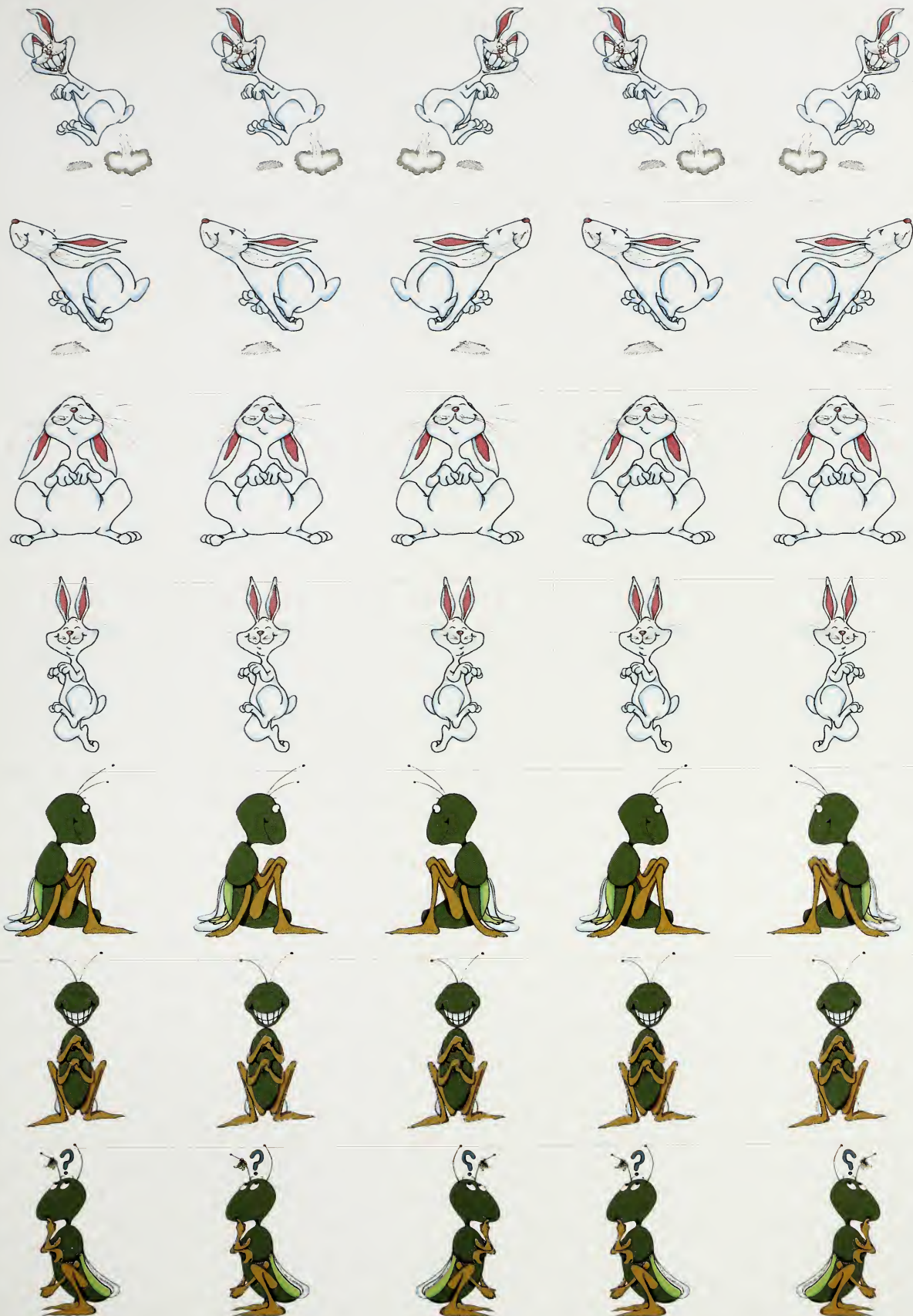
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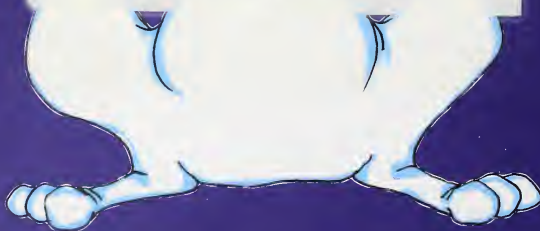
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An Agency of the Government of Alberta

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